

ST. HELEN'S CATHOLIC INFANT SCHOOL



Anti-Bullying Policy

Written by	Date	Ratified by	Date
A. McAuliffe	2022	Governors	2022

To be reviewed	Annually	Every 3 Years
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Reviewed on	Reviewed by	Next review date
October 2022	L. Broadbridge	October 2023
October 2023	A. McAuliffe	October 2024
October 2024	A. McAuliffe	October 2025

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Anti-bullying Policy

- 1.1** Bullying can be defined as “behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally”. (DfE “Preventing and Tackling Bullying”, July 2017)
- 1.2** Bullying can include name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.
- 1.3** This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include: sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.
- 1.4** Bullying is recognised by the school as being a form of child on child abuse. It can be emotionally abusive and can cause severe and adverse effects on children’s emotional development.

2 Aims and objectives

- 2.1** St Helen’s Catholic School recognises that all forms of bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing. Therefore by effectively preventing and tackling bullying we can help to create a safe and disciplined environment, where pupils are able to learn and fulfil their potential. We do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.
- 2.2** We aim, as a school, to produce a safe and secure environment where all can learn without anxiety.
- 2.3** This policy aims to produce a consistent school response to any bullying incidents that may occur.

3 The role of Governors

- 3.1** The governing body supports the Headteacher in all attempts to eliminate bullying from our school. Any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

4 The role of the Headteacher

- 4.1** It is the responsibility of the Headteacher and Designated Safeguarding Lead to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to

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deal with incidents of bullying. The headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request.

- 4.2 The headteacher sets the school climate of mutual support and praise for success, making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to occur.

5 The Anti-Bullying Strategy

- 5.1 Teachers ensure that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The teacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, class teachers may decide to use PSHE lessons as a forum in which to discuss with other children why this behaviour was wrong
- 5.2 A 'Playground' Book is available to staff for incidents they feel should be noted. Messages received from parents/carers are displayed in this book which ensures a watchful eye is kept and comment made if appropriate. In addition there is also a weekly 'Playground Watch' providing a further opportunity to follow up any concerns and also to monitor previous incidents. The members of staff on duty report incidents of concern directly to the class teacher at the end of playtime, where necessary. Each area of the playground is closely monitored by an individual member of staff. If an incident occurs then a telephone call will be made to both the victim and also to the perpetrator.
- 5.3 If, as teachers, we become aware of any bullying taking place between members of a class, we deal with the issue immediately. We reassure the victim that the situation is being followed up and support them. We spend time talking to the child who has bullied, explaining why the action of the child was wrong, and we endeavour to help the child change their behaviour in future. A report on My Concerns is then completed and submitted to the DSL who will then deal with the matter in line with the Safeguarding policy. All parents are notified.
- 5.4 Teachers attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying. Worry Wallets are in each class and children are encouraged to use them to share any concerns with staff. Teachers also use the PSHE curriculum to promote positive relationships between children and to equip children with the skills to address bullying independently. As a school we use national events like 'Anti-bullying Week' to raise the profile of what bullying is and how to deal with it.

6 Types of Bullying

Protected characteristics covered by the Equality Act (2010) include:

Types of Bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)

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<ul style="list-style-type: none"> · Faith-based · Gendered (sexist) · Homophobic/biphobic · Transphobic · Disability-based 	
Sexual/ Harmful Sexual Behaviour	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber Bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

6 Racist Incidents

- 6.1** A racist incident is any incident which is perceived to be racist by the victim or any other person, according to the [Stephen Lawrence inquiry report](#) (page 362, section 45.17)
- 6.2** Racist incidents are reported to the DSL immediately via a My Concerns. Parents are informed and incidents are reported to Governors. **The police**, are informed if the incident is deemed as a criminal offence or pose a serious threat to a member of the public (this applies whether it happened on or off the school premises)

7 The role of parents

- 7.1** Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher or the Headteacher immediately.
- 7.2** Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.

8 Monitoring and review

- 8.1** This policy is monitored by the Headteacher and Designated Safeguarding Leader, who reports to governors about the effectiveness of the policy on request.
- 7.2** This anti-bullying policy is the governors' responsibility and they review its effectiveness.

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